

History of Interior Design 1 Syllabus

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Directly after class (or by appointment)

COURSE INTENTIONS

This course traces the evolution of interior design from Antiquity to the early 19th century. In this course, interior environments will be explored in relation to their social, political, cultural, and architectural contexts. The focus of this course will be on world culture and the transmission of ideas between continents and cultures that shaped thinking about interior space. In special discussion classes, interspersed throughout the term, students will explore how notions of race, gender and identity developed in response to this cultural contact and how notions of the feminine, the masculine, the exotic, and the "other" impacted the development of historic interiors. Importantly, by highlighting domestic and vernacular spaces, this course intends to expand upon the traditional emphasis on pyramids, cathedrals and temples in order to provide students with a fuller sense of the genealogy of contemporary interior architectural space.

EDUCATIONAL OBJECTIVES

This course fulfills a "Humanities" and "International" general education requirement. A minimum grade of C is required for general education credit.

General Education Student Learning Outcomes

General education student learning outcomes include:

- Identify, describe, and explain the history, underlying theory and methodologies used.
 - Attain a global perspective of human achievements in architecture, interior design, and decorative arts and their relevance and impact on contemporary life.
 - Identify and describe the theory and methodologies associated with design, specifically interior design, and the determinants that helped shape the discipline over time.
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.
 - Compare and contrast past and present values of different cultures through time and how these changing values have informed the design of today's built environment.
 - Associate key examples of architecture, interiors, furnishings and decorative arts and their character-defining features with influential developments in history, including changes in social, cultural, economic, political, and other values and norms; aesthetic preferences; and/or geography, building resources, and technologies.

- Communicate knowledge, thoughts and reasoning clearly and effectively.
 - Evaluate peer-reviewed articles and clearly communicate analysis in written reflection assignments.

Course Standards

Student Learning Outcomes facilitating an understanding of the interior design discipline¹ (CIDA Standards):

Standard 4. Global Context.

Interior designers have a global view and consider social, cultural, economic and ecological contexts in all aspects of their work.

Student Learning Expectations:

- a) Students are **aware** that building technology, materials, and construction vary according to geographic location.

Student work demonstrates **understanding** of:

- b) How social, economic, cultural, and physical contexts inform interior design.
- c) how environmental responsibility informs the practice of interior design

The interior design program provides:

- e) exposure to a variety of cultural norms
- f) opportunities for developing multi-cultural awareness

Standard 10. History and Theory.

Interior designers apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems.

Student Learning Expectations

- a) Students **understand** the social, political, and physical influences affecting historical changes in the design of the built environment.

Students **understand** significant movements, traditions, and theories in:

- b) interior design.
- c) furniture, decorative arts, and material culture.
- d) architecture
- e) art.

COURSE ORGANIZATION

Schedule

Tuesday/Wednesday/Thursday - 2:00-4:45pm (5th-6th period, RM RNK 220)

¹ Students successfully completing this course will demonstrate an awareness of fundamental design concepts and issues, thus broadening their understanding of history within the context of interior design. Discipline-specific learning outcomes for this course support selected accreditation standards (2024) established by the Council for Interior Design Accreditation (CIDA).

Texts

Required Texts

- Harwood, Buie, Bridget May, and Curt Sherman. *Architecture and Interior Design: An Integrated History to the Present*. Saddle River, New Jersey: Prentice Hall, Pearson Education, Inc. 2012. ISBN: 0-13-509357-0

Recommended Texts

- Ching, Francis D.K. *A Visual Dictionary of Architecture*. New York: Van Nostrand Reinhold., 1995. (ISBN: 978-0-44200-904-5)
- Hinchman, Mark. *History of Furniture: A Global View*. New York: Fairchild Books, Inc., 2009. (ISBN: 978-1-56367-544-7)

Supplemental Texts

Supplemental readings, including the readings for discussions, are posted on Canvas.

ASSIGNMENTS AND GRADING SCALE

Criteria for Grades

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|------------------------------|------|
| Exams | 40% |
| Quizzes | 20% |
| Class Discussion Reflections | 25% |
| Participation | 10% |
| Leading Group Discussion | 5% |
| <hr/> | |
| | 100% |

Exams

There will be two exams administered over the course of the term. Each exam will last one class session and are comprised of a series of multiple choice, fill-in the-blank and short answer questions. Short answer questions

Quizzes

Students will complete weekly quizzes on the eLearning site. These quizzes assess student understanding of the content covered that week. Questions can range from multiple choice, fill-in-the-blank, and matching type questions.

Reflections

Prior to the scheduled discussion sessions, students are expected to critically read the discussion articles, and take notes. As part of this discussion work there will be a mandatory reflection assignment for students. You will be expected to respond to questions posted by the instructor in a thoughtful 250-word paper. Students will receive a handout on the e-learning site outlining assignment requirements. ***The use of Chat GPT and similar algorithms is prohibited for reflection assignments and will be treated as plagiarism. Instances will be reported to the Dean of Students through the Honor Code Incident Report.***

Group Discussions

Over the course of the term there will be a series of special thematic discussions. Students will be required to do readings and to participate in the group discussions of assigned readings. **Once during the term, each student will be expected to individually lead a small group of classmates in class discussion.** Students should develop a strategy for generating discussion and prepare at least five well-developed questions for discussion. These should be submitted prior to your assigned discussion day. You must be prepared to answer all questions that you ask. Do not hesitate to contact the instructor if you have any questions about your assigned readings. You are still expected to complete the design reflection for that reading in addition to submitting your discussion guide.

Participation

Students are expected to arrive to class on time, remain in class for the duration of instruction, and attend every scheduled class period. A 5% deduction from the grade will be assessed **for each unexcused absence** or lack of engagement in class. Prior notice and proper documentation (a doctor's note, signed waiver, etc.) is required to excuse an absence from class. The course instructor reserves the right to deduct participation grades for excessive (3 or more) tardiness.

The instructor reserves the right to alter the course in response to opportunities or extenuating factors.

Grading Scale

| | | |
|-----------|---------|------|
| A | 93-100 | 4.0 |
| A- | 90-92.9 | 3.67 |
| B+ | 87-89.9 | 3.33 |
| B | 83-86.9 | 3.0 |
| B- | 80-82.9 | 2.67 |
| C+ | 77-79.9 | 2.33 |
| C | 73-76.9 | 2.0 |
| C- | 70-72.9 | 1.67 |
| D+ | 67-69.9 | 1.33 |
| D | 63-66.9 | 1.0 |
| D- | 60-62.9 | 0.67 |
| E | 0-59 | 0.0 |

Information in regard to UF's grading policy can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

COURSE POLICIES

Attendance

Class attendance is mandatory and is an important part of your learning experience. Attendance of all lectures and discussions is necessary for the successful completion of this course, and you will be expected to arrive on time and stay for the entire class period. See the University attendance policy: [Attendance Policies < University of Florida \(ufl.edu\)](#)

Students need to notify the instructor in advance of any necessary absence by email. Documentation must be provided in order for an absence to be considered excused.

Deadlines

All projects assignments are to be turned in as specified at the beginning of class. **Late assignments will be deducted one full letter grade per day and students will not be able to make up missed in-class exams.** Exams must be taken at the scheduled times. You must notify the instructor before the exam is scheduled if there are extenuating circumstances. If you miss an exam because of a documented medical reason, you must notify me **prior to the exam date in order to take a substitute exam.** In cases of medical emergency, or other emergency where documented proof is provided, late assignments will be accepted but, depending on the situation, there may be a grade reduction. Emailed assignments will not be accepted, unless previous arrangements have been made. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Incomplete Grades

An incomplete grade is described in the Undergraduate Catalog. It is the instructors' discretion as to what extenuating circumstances warrant adequate excuse for not completing required course work.

Classroom Climate

Equitable participation in this class requires the use of inclusive language, methods, and materials. Students are expected to use inclusive language in written and oral work, and to respect diversity in viewpoints expressed by others. Students are also encouraged to identify language, methods, and materials used in this course that do not contribute to an inclusive classroom climate.

Special Accommodations

Students requesting classroom accommodation must first register with the Disability Resource Center at University of Florida Dean of Students Office, see <http://www.dso.ufl.edu/drc/getstarted.php>. The Dean of Students Office will review the case and, if appropriate, provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Academic Integrity

All students at the University of Florida are expected to adhere fully to University of Florida Student Honor Code, view at: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>. The Honor Code outlines the expectations for student conduct in regard to academic honesty. All students should review this policy to understand the range and scope of the standards and the seriousness of any infractions of the code. The policy places full responsibility on students to know and adhere to these standards for academic integrity. All examinations, quizzes, design projects, and assignments in the Department of Interior Design are subject to this policy. Maintaining strict academic integrity is a priority of the Department of Interior Design and all instructors will fully enforce the UF Honor Code in their studios and classes. A strict adherence to the Honor Code is expected by the University of Florida and reflects the ethical standards of the interior design profession.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at

<https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

SCHEDULE:

| WK | Date | Topics / Activities | Due |
|----|--------|---|---|
| 1 | T 7/01 | Course Introduction Intro to Antiquity: Mesopotamia | |
| | W 7/02 | Ancient Egypt | Reading: "Critical Reading Guide"(Posted on Canvas) |
| | R 7/03 | Classical World: Greece | Reading: Harwood, May & Sherman, Chapter 5: Greece Quiz 1 due by 11:59pm Sunday |
| 2 | T 7/08 | Classical World: Rome | Reading: Harwood, May & Sherman, Chapter 6: Rome Discussion Reading: Margaret Malamud, "As the Romans Did? Theming Ancient Rome in Contemporary Las Vegas," <i>Arion</i> , 6 (Fall/Winter, 1998): 11-39. Reflection 1 for Discussion Reading by 11:59 pm Discussion Leaders: Also submit discussion questions by 11:59 pm |
| | W 7/09 | India | Discussion: The Classical World in Contemporary Society |
| | R 7/10 | China & Japan | Reading: Harwood, May & Sherman, Chapter 2: China; Chapter 3: Japan Quiz 2 due by 11:59pm Sunday |
| 3 | T 7/15 | Early Christian, Byzantine | Reading: Harwood, May & Sherman, Chapter 7: Early Christian; Chapter 8: Byzantine |
| | W 7/16 | Romanesque & Gothic | Reading: Harwood, May & Sherman, Chapter 10: Romanesque; Chapter 11: Gothic Bechi Kenzari & Yasser Elsheshtawy, "The Ambiguous Veil: On Transparency, the Mashrabiya and Architecture," <i>Journal of Architectural Education</i> (2003): 17-2 Reflection 2 for Discussion Reading by 11:59 pm Discussion Leaders: Also submit discussion questions by 11:59 pm |

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| | R | 7/17 | Islamic Design Discussion: Transparency, Gender & the Interior Environment Exam Review | Reading: Harwood, May & Sherman, Chapter 9: Islamic. Quiz 3 due by end of day Sunday |
| 4 | T | 7/22 | Exam 1 | |
| | W | 7/23 | Renaissance | Reading: Harwood, May & Sherman, Chapter 12: Italian Renaissance Maria Ruvoldt, "Sacred to Secular, East to West: The Renaissance Study and Strategies of Display," <i>Renaissance Studies</i> (2006): 640-657. Reflection 3 for Discussion Reading by 11:59 pm Discussion Leaders: Also submit discussion questions by 11:59 pm |
| | R | 7/24 | Renaissance Discussion: Consumption, Identity, and Material Culture | Reading: Harwood, May & Sherman, Chapter 14: French Renaissance; Chapter 15: English Renaissance. Quiz 4 due by 11:59 pm Sunday |
| 5 | T | 7/29 | American Colonial | Reading: Harwood, May & Sherman, Chapter 16: American Colonial |
| | W | 7/30 | Baroque | Reading: Harwood, May & Sherman, Chapter 17: European Baroque; Chapter 18: French Baroque; Chapter 19: English Restoration Hellman, Mimi. "Furniture, Sociability and the Work of Leisure in Eighteenth Century France." <i>Eighteenth-Century Studies</i> 32 (Summer, 1999): 415-445. Reflection 4 for Discussion Reading by 11:59 pm Discussion Leaders: Also submit discussion questions by 11:59 pm |
| | R | 7/31 | Rococo Discussion: Furniture as a Social Actor | Reading: Harwood, May & Sherman, Chapter 20: Le Regence and Louis XV. Quiz 5 due by 11:59 pm Sunday |
| 6 | T | 8/05 | Neoclassical | Reading: Harwood, May & Sherman, Chapter 23: Louis XVI and French Provincial; Chapter 21: English Neo-Palladian and Georgian; Late English Georgian |
| | W | 8/06 | Neoclassical Exam Review | Reading: Harwood, May & Sherman,; Chapter 22: American Georgian; Chapter 25: American Federal |
| | R | 8/07 | Exam 2 | |

Disclaimer: This syllabus represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.